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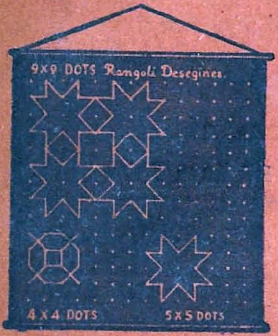

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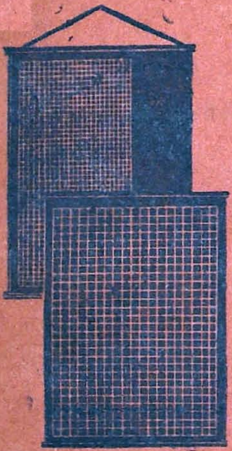

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(ई० जे० अर्नाल्ड के "A. L. Physiology Charts" के हिन्दी अनुवाद)

अत्यन्त शुद्धता से बने तथा रंगों में आकर्षक छपे हुए आठ प्रारम्भिक शरीरक्रियाविज्ञान तथा स्वास्थ्य सम्बन्धी चार्ट

आकार ४० इंच × ३० इंच

प्रत्येक चार्ट, बिना कपड़े की पुश्त के	३॥ रु०
प्रत्येक चार्ट, वार्निश किया हुआ, रोलरों और कपड़ों की पुश्त के साथ ...	१६ रु०
आठ चार्टों का सेट, बिना पुश्त के, सिरे पर लकड़ी की पट्टी के साथ ...	२३ रु०

चार्टों के विवरण

क्रमांक १ अस्थिपंजर (The Skeleton)—१० विस्तृत विवरणों अथवा भागों के साथ सम्पूर्ण चित्र।

क्रमांक २ पेशियों की आकृति एवं उपयोग (The Structure and Uses of the Muscles)—६ विस्तृत विवरणों अथवा भागो के साथ सम्पूर्ण चित्र।

क्रमांक ३ मस्तिष्क तथा नाड़ी संहति (The Brain and Nervous System)—१० विस्तृत विवरणों अथवा भागों के साथ सम्पूर्ण चित्र।

क्रमांक ४ रक्ताभिसरण (The Circulation of the Blood)—१२ विस्तृत विवरणों अथवा भागों के साथ सम्पूर्ण चित्र।

क्रमांक ५ पाचन तथा सात्म्यीकरण के अवयव (The Organs of Digestion and Assimilation)—११ विस्तृत विवरणों अथवा भागों के साथ।

क्रमांक ६ आँख की रचना (The Structure of the Eye)— ५ विस्तृत विवरणों अथवा भागों के साथ।

क्रमांक ७ कर्ण की रचना (The Structure of the Ear)— ८ विस्तृत विवरणों अथवा भागों के साथ।

क्रमांक ८ त्वचा, बाल एवं मलोत्सर्जन-सम्बन्धी अवयव तथा ग्रन्थियाँ (The Skin, Hair and Excretory Organs and Glands)—६ विस्तृत विवरणों तथा भागों के साथ।

इन लोकप्रिय चार्टों के हिन्दी अनुवाद को शिक्षकों और अध्यापकों के सुझाव पर तैयार किया गया है। प्रत्येक स्कूल और कालेज को कम से कम एक सेट तो रखना ही चाहिये।

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(इंगलैण्ड में संस्थापित। सदस्यों का दायित्व सीमित है)

२६४, बहू बाजार स्ट्रीट, कलकत्ता १२

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OF

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On Gandhi's Birthday

(AVADAESH DAYAL)

There rose a star and all the world did sing,
Its rise to zenith was the world's uplift.
It had a mission and a godly gift,
For in its sight the autumn turned to spring.

Its subdued soothing mild heav'nly light,
Inspired to noble action million souls
And men of clay could dream of lofty goals.
It made pleasant and glorious freedom's fight.

It shone still high for all the earth to gaze,
And gave its message great of truth and love,
Of milk of human kindness nectar-like
And while it sank it halted bloody craze,
Taught men to walk in peace with God above,
It set with charming martyrdom moonlike.

Editorial

Improvement in Salaries of Teachers in U. P.

It was some time ago, that the Prime Minister of India said that we must give special attention to the salaries of teachers and in order to settle priority as to whether the school buildings are to be adequate or the teachers better paid, the priority should be for better paid teachers, for it is the human material, the contented teachers that count far more than satisfactory buildings. This does not refer only to primary school

teachers but to secondary as well. Last year the government of the State disbursed the tuition fees for sixth standard students and it was said that in 1958-59 the government commitments would be to the extent of Rs 40,00,000 for not only sixth but seventh standard students would be exempted from paying the tuition fees, as the next step of the government's decision to make the entire education up to Junior High School free. This has been suspended, it is understood, for making funds available for improving the pay scale of teachers. But where is the improvement in the pay scale ? No measure has been taken so far to improve it and more than half of the budgetted year is over. The standing Committee of the Hon. Education Minister has agreed to half parity for aided school teachers and we hailed the move as a good interim measure though it does not satisfy the aspirations of the teachers of secondary aided institutions, it is nevertheless a step in the right direction. But even this modest provision has been buried in the archives of the Finance department and nothing has been heard since.

Meanwhile the teacher is at the end of the tether. Prices of all commodities are rising and a half-starved teacher can not expect to get even one square meal a day. It is out of desparation that the executive committee of U. P. Madhyamik Sikshak Sangh planned to organise a dissatisfaction day at the end of September in Lucknow. Owing to the food agitation prevailing in the State and the political parties taking an active part therein, the move has been called off, but not without misgivings and teachers at various places are dissatisfied at the decision of the executive. The government should not consider the calling off as a sign of weakness but a sober decision not to embarass them just at the juncture. The volume of dissatisfaction over this decision would at once show them the gravity of the situation. Some thing should be done and that too quick enough if the events of Bengal or Kerala are not to be repeated, where it is reported the teachers have been forced to take the more drastic step of hunger strike and chalk down strike on exactly similar issues. There is yet time for sober actions, there is yet an opportunity to appease the teachers Let not the government lose that.

One of the greatest faults of the British administration had been that they granted reforms grudgingly and that too, much behind the proper time. The result of that is evident. Within a few decades, the mighty British Empire has almost vanished and Britain today is not much better than Portugal, dreaming of its past glories. Let our people's government take heed of this lesson from history. Gift delayed is almost as bad as the gift denied, and a reasonable gift if denied brings consequences which are seldom pleasant.

U.P.S.T. Conference

The third Conference of U. P. Madhyamik Sikshak Sangh, the amalgamated U.P.S.E.A. and U.P.A. T.A, will be held at Mujaffarnagar from Oct. 1st The conference of State teachers at this momentous occasion is of vital importance to teachers and let us hope it will give the State a lead in various educational problems as also suggestions to improve the service conditions of teachers.

Primary Teachers of Bengal

We extend our sympathies to the movement of Primary teachers of Bengal, who are at present agitating to imprive their service conditions Primary Teachers are always hard-hit and they deserve every consideration and it is on their shoulders that the responsibility of building the very foundations of nations fall. Every where they are scantily paid and a lot is needed to improve their conditions.

Adult Education Conference

It has always been a practice that the venue of Adult Education conference has been the All India Educational Conference. This year there seems to be a departure. While the All India Educational Conference is going to hold its session at Trivandrum at the end of December, the Adult Educational Conference will be held at Lucknow in the middle of December. While welcoming this conference in our city and assuring them that we shall not fail as hosts, we wonder why there is this parting of ways ? Can not some thing be done to resolve the differences if any and keep the Adult Education once more within the fold of A.I.F.E.A.

Obituary :—

On the ninteenth of September Dr. Bhagwan Das passed away at Varanasi. As a philopher and scholar he has earned the respect of all. He resigned a lucrative government appointment to serve the country in his early twenties and was one who went to jail on the first wake of National movement. He was the member of the legislature and chairman of Banaras Municipality. In 1937 with the grant of Provincial autonomy he was tipped for Education Ministership, but he declined, allowing younger people to step forward. As a teacher in the Central Hindu College he was respected by all. Our sympathies are with his bereaved family especially with his illustrious son who is the present governor of Bombay. May his soul rest in peace !

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Informal Education and Education for Leisure in different Lands

DR. L. MUKHERJEE.

While schools and colleges provide more formal type of education one should not lose sight of informal education that is going on in every society through popular lectures, through the press, radio and cinemas, and of late in some countries through the television. These are agencies for mass communication and a person can spread his ideas quickly through one of them. Through subtle means these try to shape public opinions in different subjects, social as well as as political, and their influence can not be denied.

These means of mass communication, though developed in many ways now, existed from a long time. Of these popular lectures are of course the oldest and from the dawn of civilisation, every statesman and reformer has used the pulpit to preach. Church or organised religion used the pulpit for its own ends and has tried to prevent others from utilising it branding them as heretics. But inspite of the church attempting to hold the monopoly, not only statesmen but reformers as well have used them with success and to them mankind owes whatever changes have been brought in traditional ways of thinking. But while these can be used for directing, they have been used for misdirecting the public and rival orators have tried to preach opposing doctrines and the more powerful of them tried to monopolise the show by attempting to gag opposition. With the invention of printing press came another and perhaps more wide spread means of moulding (or some times misdirecting public opinion). The press had the disadvantage that its appeal was confined to those who could read and the illiterate could get at best indirect benefit. But it was not confined to the few hundreds or thousands, that listened to the lectures, but to a larger circle of readers. More over a thing can be read over and over again, making its influence more subtle and potent.

The opinion of a reader is gradually moulded by the type of paper he reads. Readers of a paper with a more conservative view would become in course of time conservative while many of the readers of a radical paper will imbibe radical view.

Cinemas with their visual appeal can provide not only entertainment but instruction and by seeing films of a particular type one gets what is known film-minded. That some of the children of impressionable age have a danger of turing delinquents simply by seeing crime and horror films, it is undeniable. Formerly when movies were silent, perhaps it needed a literate to derive its influence for better or for worse. But for the last three decades or more, it has become a talkie, and every one, who understands the particular language, no matter whether he is able to read or not, can follow it. Schools use this appeal as supplementary aids in their audio visual programme and by educational films.

Radios are useful to mass communication. They have extended the orator's pulpit to wider regions. For now the listners are not confined to the few who attend the particular meeting, but spread among the thousands who can listen to the radio broadcast. Indeed this unique advantage was considered particularly helpful towards shortening of teachers, for a particular broadcast of an educationist could be heard by a number of listeners. Today, they are used as supplementary aids, namely in schools as a part of audio visual programmes and in remote and sparsely populated areas, where it is not possible to provide schools. But they have not replaced the teacher, for efficient communication needs a more personal contact, which they are unable to provide. But for subtle and quick device of moulding public opinion and for affecting temporary results they are quite useful.

Television combines the benefits of both cinema and radio as well as the newspaper. It provides the visual appeal of the cinema, it reaches the listener directly at home during the leisure hours as the radio and it serves the most recent information as the newspaper. But as broadcasts are confined to a small area round a transmitting station, its appeal is not so universal as that of the radio.

To what extent should these agencies be left free to themselves and to what extent should they be under control is a question which is very difficult to answer. It must be borne in mind that their purpose is not primarily education. Newspaper or the press exist for communication of the news, though incidentally by its display of headlines, by its editorials and by its cartoons, it tries to mould the public opinion in its own way. If it is controlled, as is being done in a totalitarian state, the popular opinion is moulded in a particular fashion, but a ruling clique can try to use the press simply as a propaganda machine to perpetuate its own ideology and the educative value of one-sided propaganda is not only narrow but becomes a means of indoctrination. A free press is an asset to the democracy, but by making the press too free there is a danger of an antisocial and unscrupulous editor tying to endanger even the accepted values of the society.

In a like manner, Radio and Television stand partly for communication and partly for entertainment, while the movie or the cinema exits mainly for entertainment. Not to censor things that are against public morals would be certainly harmful. Yet it is not possible to fashion public morals by dictations. In the past puritans have failed in this miserably, perhaps the states that use a rigid system of censorship are not faring well. The effort some times creates an opposite behaviour in attempting to do the opposite of what is dictated in a subtle manner. Particularly in countries which tried to prohibit listening to enemy radios during war times have found to their dismay, that the effort not only gave rise to undesirable rumours, but also to clandestine efforts in listening to the prohibited broadcasts for the desire to taste the forbidden fruit is so ingrained in human nature. It is perhaps judicious to utilise a limited amount of censoring, but that should not be pervasive. At present most of the countries are controlling the radio through semi-official agencies to prevent their misuse.

Clubs and associations provide another source of leisure time activities which may yield educational results. Only the communist countries have so far evolved a positive programme directed by the state to control them. That is a part of their scheme for total education. Other

countries, while preventing antisocial associations have not done any thing tangible to form and organise associations, though a few of the associations receive state patronage. The Soivet Government is particularly anxious to direct the activities of children's leisure through state regulated clubs and pioneer houses. By this they claim to have eliminated juvenile delinquence. But their critics hold these to be supplimentary sources of indoctrination.

With increase of machinery and with industrialisation that is now spreading not only in Europe and North America but in South America and Asia, it is undeniable that the future man will have more leisure than what he has now. It will then be a problem how to direct it. Left undirected, it may lead to dissipation and fast life, but how to direct it? How to prevent the direction form being indoctrination and how to organise and mould the means of mass communication in a way that both individual liberties are maintained, and yet liberty is not changed into license is a problem which man has yet to solve. A democratic welfare State can not remain indiffernt to these, yet it feels powerless to apply rigid controls which may in the long run lead to undesirable consequences. A happy solution may not be impossible, but still so far no country has been able to evolve it.

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Problematic Children and Their Improvement.

Shri PURUSHOTTAM C. SHAH, M.A., B.T. (Dist.), M.R.S.T. (Lon.)
Principal, Shri Rashtriya Vidya Mandir High School, Bombay-7.

We all know that physical disorder gives rise to a number of diseases, it is equally true that numerous disorders and deformities in the child's mind also give rise to a number of diseases which ultimately result in making the child a problem child. But whereas a certain relationship is noticeable among the physical disorders no such definite relationship can be traced in the case of mental deformities. However more & more facts are being brought into light, as more & more experiments are carried on in this direction. Below is an attempt to record and study the mental deformities of a few children, based upon the complaints made by their guardians or parents with regard to their peculiar behaviour.

A boy named Vithal looks very prudent and straightforward but his eyes are restless and sharp. His parents complain that he has got into habit of stealing and has a tendency to play truant. Instead of going to school, he goes away to the Parsi Gymkhana to witness a tournament. The students of his class had one or twice brought to my notice the fact, that he was given to stealing. On looking at him one could hardly believe that such an innocent looking child could go to this length, but later on I found that this seemingly innocent chap was much deeper than he looked. Now what can be done to bring him to the right path ?

There is another instance of boy Raman, who has peculiar disposition His behaviour at times subjects him to ridicule and often to contempt. On the one hand, he is very obedient and would do whatever he is asked to do but he has a forgetful disposition and does not know how to behave with others. His greatest virtue is that he confesses his fault and even repents for it ; but the next moment he cannot but behave in like manner. He never realises when he errs, though afterwards he repents. This has made his life

disorderly and full of pitfalls. He falls out with people apparently for no reason. Let us see if there is any hope for him.

The third is an instance of Chandu, a very ready-witted boy. At first sight he would impress you as being a very clever boy ; but when you come in close contact with him, you understand that talking is the only thing he knows. He would continue to sleep at ease till nine in the morning ; all his work is done in a leisurely fashion. He is unmindful of the fact that his father is an ordinary clerk and makes two ends meet with great difficulty. It has become a daily routine with him to take money from his father under the excuse of buying books or note-books and then to play truant in the company of his friends. His irregular attendance at school has rendered him weak and backward in his studies, but this does not pinch him at all. The question here is how to create in him a genuine desire for study.

Next follows a very peculiar case. Chhabildas has many pleasure seeking friends. They take him to a Hotel or a cinema and wander with him. As a result, Chhabildas can not do without the company of these friends. In order to please these friends, he has formed the habit of stealing. On seeing these friends he loses all control of himself ; hence if he cannot steal anything from home he steals the books of other friends and sells them at a second hand book-stall and thus any way procures the money with which he can visit the cinema in the company of his friends. How can he be saved from his mental disease ?

One more interesting instance is that of Ratanlal. He has contracted the habit of telling a lie on most occasions. Asked about anything, he is sure to tell a lie. He is sure to hide the truth either through fear or to cheat others. On being cross-examined his lie is exposed and then he looks as mild and tame as a cow. You imagine for a time that Ratanlal will turn over a new leaf ; but it is all in vain ; his habit is so deep-rooted that on the very next occasion, he resorts to a lie.

Both Primary & Secondary schools furnish us with numerous instances of children behaving in one or the other of the above mentionedw ays and

this behaviour of theirs is more or less due to certain mental deformities or discrepancies. Such children are called problematic. Their behaviour is understandable and creates a problem for those who have to deal with them. The working of their minds requires us to study them psychologically, so that we may find out ways and means to reform them. If neglected, they can take a very serious turn for the worse and in the long run they can turn out self-willed, licentious and uncontrolled. We have to give them up for lost.

An average parent does not understand these mental deformities, and it is not so easy to find expert doctors and specialists for the cure of mental diseases as it is to find numerous doctors for the cure of physical disorders. This puzzles many parents and some wise parents even if they understand the cause, cannot find a remedy. Unreasonable & illiterate parents do not pay any heed to this in the beginning. They assume that the boy will improve automatically as he grows up ; then in later years, when the child, instead of improving, grows from bad to worse, they begin to find fault, to weep for their misfortune and to abuse the boy. I know of a parent who used to beat his son so cruelly that even passers-by shuddered at the sight. Being advised, he would say, 'What should I do, if I do not beat him ? He is always so disobedient.' Experience, however, makes guardians realise that children do not improve by being subjected to severe thrashing. On the contrary, they grow more obstinate. Their suppressed impulses find a free outlet and they go on behaving as they did and do not mind being beaten. When the parents are thus frustrated in their purpose, they use all manner of harshness and abuse and threaten to expel them from home and hand them over to police. They harbour secret hatred within, but all to no purpose. The out flow of inner impulses rushes ahead and if it is not turned into a proper channel, the child turns out to be a bully in future, and becomes unfit to live in society.

Now the question arises as to what could be done in the case of such children. How can they be restored to the right path ? What attempts should be done to understand their minds and to put them on the right track ?

Let us answer these questions in negative. Te abuse a problem child in order to reform him, to beat him severely to humiliate him in society and before his friends, to shower contempt on him: these are not the right means. It is quite a wrong treatment of the disease. Any remedies which might be restored to without a study of the mental propensities are bound to fail. Some parents have an unshakable belief in the old maxim "Spare the rod and spoil the child". This may be true in the case of beasts and brutes, but this is by no means true in the case of a human being, who is endowed by nature with the faculty of thinking and reasoning.

Now let us consider a positive answer to the problem. (1) In the first place, the child's mind should be studied psychologically. The different phases of his behaviour should be minutely examined. It is likely that he might be affected by a certain emotional disturbance. Then he finds no interest in study. He gets disgusted with it and thinks only of going out to wander at his sweet will. Thus many effects of mental disorders result from bad company.

(2) Mental deformities result also from other sources. It may be that the child has been fondled too much. He is free to use his money as he chooses. Parents are indifferent ; the child is not influenced by any sense of discipline of morals and his breeding and growth in the earlier and impressionable periods of his life are ill attended to. This is often the case when the child is the only child of parents. By over-indulgence and bad company he becomes self-willed and gets completely out of control. It is, therefore, the duty of every parent to attend properly to the bringing up of his or her child. It is the opinion of a prominent psychologist that adolescence is a period which makes or mars a child's future career in life. For it is in this years that there is an all round development of the child's body and mind. He feels the advent of a new life within. He loves to meet in society and hence chooses his friends to suit his temperament. Good companions, healthy home life and early good breeding have an ennobling influence on the child. His attention is then directed to study and useful activities and he begins to understand the aim and purpose of life. The child is

born with eighteen latent faculties. In course of time they are developed by external experiences. If these experiences are good, they have a healthy influence on his mind. The child is then endowed with a moral and religious sense and it moulds his character. On the other hand, if he is influenced by bad company, he has bad and unhealthy experiences which give rise to mental disorders and deformities. When the child is young, all these deformities are piled together and hence their ill effects are strong. If the parents takes care at this stage of the child's life, he can do much to nullify these impressions ; but the parent deludes himself with the belief that when the child will grow up, he will come round. But as a matter of fact, the mental disorders and deformities get more deeply rooted as time goes and the parent remains blissfully ignorant of this.

Now let us consider this question with a view to reforming the child. If a child's behaviour is found to be uncommon and peculiar, we should first of all try to find out, who his friends are. Even as all kinds of diseases of the body are born of some disorder in the stomach, according to the view of Ayurvedic Physicians, so too almost all deformities of the child's mind are a result of bad and unwholesome company. A child is compelled to spend money lavishly to please bad friends. This leads him to resort to stealing. This in turn induces him to tell lies to hide the crime. He has to find out some unknown or solitary corner where he can feast with his friends. Hence he learns to play truant. Thus one vice or evil bring in its train a number of vices. When this happens, children who have no good breeding at home become licentious. Those who have money to spend freely go astray in the company of bad companions. Others resort to stealing and move about visiting cinemas and hotels. In course of time, they become irregular in attending school. Once their study is affected, they lose all interest in study and long to wander. Thus the child's uncontrolled impulses run riot, and the voice of conscience ceases to be heard or is as good as dead.

The enviroment both at school and home also contribute a great deal towards a child's development. The education of a child depends chiefly on two factors. (1) the innate

or latent abilities of a child and (2) the enviroment. Hence the environment at school and home plays an important role. Hence those parents who seek to make their children ideal, should themselves try to be ideal in their behaviour. They should make the home environment also ideal so as to creat a healthy influence on the child's mind.

An attempt was made to reform the children mentioned in the foregoing paragraphs. Let us see what means were adopted in the case of each and what was the result :—

(1) In the case of Vithal :—(a) On studying his home environment, it was discovered that he was very much afraid of his father, for he used to beat him mercilessly even for a trivial reason.

(b) He had fallen into the company of bad friends, who asked him to steal money so that they could go on railway trips and enjoy themselves at his cost.

(c) His mental growth was not normal. He had much of childishness. He could easily become a tool in the hands of selfish friends and then he hardly thought of being detected.

(d) He had free access to money at home. So he learnt to spend lavishly from childhood. With the necessity of procuring more money he learnt to steal and he learnt to wander away in the company of his friends by stealing large sums of money.

Result :—Vithal could not improve inspite of many efforts, for his father did not give up beating him severely. His friends sprang up at any time and got him into their grip. There was plenty of scope for stealing, because of the negligence of parents. There was lack of patience and full cooperation on the part of parents. Hence Vithal could not improve. He would be quite alright in our presence but is soon as our back was turned he would fall back on his old ways. In the case of such children, something can be done only if a minute watch was kept over every activity of theirs for all the twenty-four hours.

Raman:—His mental deformities have not assumed an undue proportion. He has some mental defect. His memory is extremely weak. He

cannot remember the simplest of things.

Result:—He is still, in an experimental stage. Attempts are being made to improve his memory ; but they have not yielded any tangible result so far. The boy is not worth being given up for lost, but it is necessary for his parents to remain very vigilant and watchful till he reaches the age of twenty. Further results can be placed before those interested only at the end of the experiment.

Chandu:—In his case attempts are made in a fairly good measure 1) He was made to leave the company of his old friends. (2) He was made to realise the condition of his family, the financial position of his father and the responsibflities his father has to shoulder. (3) To prevent him from playing truant, care was taken to note his attendance in every period of school work.

Result :—This case Indicates a marked improvement. A tuitor has been engaged to help him in his study and to bring him on a level with the class. He also keeps an eye on him. He is getting regular in attendance. In the current year he has secured promotion to the higher class and a genuine desire for study is now created.

Chhabildas :—He is a typical case of an over-fondled and spoilt child. His parents see no harm if his friends are prepared to show him cinema pictures. They argue, "Why should he not visit hotels and cinemas, if his friends take him with them ? If they spend for him, why should he not avail himself of the advantage ?" In this, however they are greatly mistaken. As a result Chhabildas has gone absolutely out of control. He listens to all our advice, promises not to visit the theatre but the very next day, we find he has been dragged there by his friends. It is impossible to improve this case without the cooperation of parents ; for those who experiment on such a child, cannot have all factors under their control, nor have they time enough to spy over him all day.

Ratanlal :—His case has been carefully thought over and a minute observation of his behaviour makes one thing clear that there is no motive behind his lies. A secret fear in the heart, absence of recognition

of his individuality, childish nature and lack of confidence in himself— all these drag him to telling lies. His parents have been properly instructed about these. As a first step, attempts are being made to make the home environment such as would remove all fear from his heart, and induce him to speak out the truth in every matter boldly.

This case shows a considerable improvement.

Such mental disorders are very much like diseases that last long. The cure of such mental disease demands a lot of time and indefatigable patience. Many parents lose patience and expect to see speedy improvement in their child who has completely gone astray. Consequently they have to leave off the experiment in middle and cannot wait to see the results of the experiment.

Every parent should know that psychologists are not equipped with instruments like the stethoscope so as to measure accurately and speedily the working of the child's mind. Hence this is a difficult task.

The work demands a minute study of the child's behaviour and the child's mind is to be understood by the observations noted from this study. Again no two children are alike in this respect and hence each child needs to be studied individually. It is, therefore, natural that it demands a long time and patience

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Education's Responsibility in a Democracy

ROBERT F. GOHEEN
President, Princeton University.
(*By Courtsey, American Education*).

As I see them, our "temples of learning" today—that is to say more prosaically, our state and private universities as they have developed in the Unifed States—are very far from being seats of either serene unworldliness or of bumbling naivete. The situation is quite the contrary! Nevertheless, the justifiable satisfaction and pride which we may feel on this score hrve some very somber prospects. To illustrate what I mean, let me set forth three general propositions, in sequence.

(1) The development of higher Education and research into our universities in the past 50 years has brought about a far closer interdependence between the world of learning and the world of affairs than any other society has yet known or even dreamed.

(2) The well-being of our complex, technologically potent society is closely bound to our universities being effective centres of teaching and research.

(3) Increasing demands, arising from rapid growth in the population and from a heightened appetite for the services rendered by our universities, threaten for the very near future a severe, perhaps even catastrophic, curtailing of their effective powers.

Within the framework of this preliminary synopsis, I want to proceed to particulars.

As recently as 1900, only about four per cent of the college-age youth in the United States were seeking and receiving education beyond the high school level. At the present time, some 33 per cent of the nation's college age youth are enrolled in our

institutions for higher education. One may contrast to this achievement, the fact that the comparable figure for England today is some five per cent.

This highly significant growth relates to a very distinctive change in the pattern of American higher education during this same period, a change or era of evolution, which has enabled American universities to reach out more directly and more broadly into the general life of the nation. I am, of cours. thinking of the development of vocational and technological training. Whereas elsewhere technological and vocational education has remained most often the concern of institutions of a lower order, in this country it has to a marked degree been incorporated into the offerings of our universities. Today in fact, nearly two-thirds of the students in American colleges and universities are pursuing vocational, technological, or strictly professional courses, while only about one-third are candidates for degrees in the more traditional "arts and science" programmes which were once the main bill of fare.

Despite the anguish of traditionalists, and there has been much, the extension of the university's role to include education in vocational and technological subjects cannot be said to have radically debased our academic coinage. Instead, it has brought the application of high standards of objectivity and of systematic thinking to vocational and technological problems. Advances in knowledge reached in university laboratories and disseminated through university sources have vastly increased the yield of our grain crops, opened the way to unknown mineral resources, raised beyond past credence the life expectancy in human childbirth.

These are but few of the many tangible returns directly attributable to the development of our universities in such areas in the past 50 to 75 years. We must add into the balance as sheer gain the thousands upon thousands of competently trained engineers, farmers, nurses, journalists, business school graduates, and other vocational specialists who have been schooled in our universities. In accepting such tasks, clearly the universities have reached down from whatever remote elevation they may have been thought to have held and have proved their ability and their

concern to lighten the darkness and the dangers in which we all spend our work-a-day lives.

What, then, about the situation in those other fields of study which are usually called either "liberal" or "arts and science ?" (They include the humanities, the basic sciences, and the social sciences). Proportionately, the expansion has been slighter and the support offered by the general public considerably less vigorous. There are, nevertheless, signs of a maturing sense of appreciation for research and teaching directed to more exact knowledge and improved understanding, regardless of immediate applications.

Personally I have no doubt that the disinterested search for truth is intrinsically valuable ; yet, I see no reason to be scornful of utility. In any case, it has been repeatedly demonstrated in the last century that "useless" researches may turn out to be very useful indeed. The harnessing of energy from nuclear fission stems from purely abstract researches on the nature of atomic structure. It is but one of the most spectacular of many similar instances. Other astrophysical researches centering on nuclear fusion now hold out the prospect that from simple sea water we may, in time, be able to draw usable energy amounting to 1,000 times the world's present power capacity for a thousand million years. It is no cause for wonder that education and reseerch in the fundamental sciences are being preached with a new sense of urgency in our land today and that they are now drawing to our universities the support of tens of millions of dollars each year from government and from industry.

Less tangible rewards and less spectacular vistas beckon the student in the humanities or social sciences. Yet, as one reads the spate of pronouncements which have been made in recent years by leaders in industry, it is clear that even the once lowly liberal arts graduate has been found to be useful and necessary. As John Gardner, President of the Carnegie Corporation of New York, has observed, "we are just beginning to understand that one of the distinguishing marks of a modern complex society is its insatiable appetite for educated talent." Liberal education in arts and sciences is called upon increasingly to

serve this growing requirement of commerce, industry, banking, the government, and the professions. These, and virtually all important walks of our national life, are bidding for the services of young people prepared to carry forward the cultural values of the past, to join in the extension of knowledge, to face thoughtfully and effectively the complex private and public problems of our age.

There is no blinking away the complexity of our times, and the fact that mounting complexity is increasing the need for people whose purview of human experience is both broad and deep, whose patterns of thought are imaginative and synoptic rather than being limited to the "know-how" of a speciality. We are today living in an uncertain, changing world. The techniques, the machinery, the systems of organisation taught today may tomorrow prove obsolete. A man must be trained in the basic things in order to be prepared to meet the unexpected. Study and research in the humanities and social sciences are appropriately receiving merited recognition as the main avenues by which one learns to take advantage of mankind's varied history (its successes and its failures); gains insight into the forces that move individuals and societies, and (it should be hoped) also learns to cherish the eternal human quest for general principles and values superior to any, the world has yet known.

A further consideration is suggested here. It is cardinal. in the function of a university and applies in all its fields of study, however manifold. Those who work in educatien know that effecttve advances of knowledge, and effective programmes of teaching, are based not only on originality of mind, but on co-operation, tolerance, and integrity. I do not mean to exclude hese qualities; they are to be assumed. Basing upon them, I venture to assert categorically that the fundamental responsibility of a university is to extend the frontiers of knowledge and over to improve our understanding of the world in which we live. It is this search and this restless testing for improved understanding that alone can sustain the universities in their creative activities. Nor, in teaching, must this quest ever be reduced to the mere inculcation of facts. After all, what most distin-

guishes a university is that it endeavours to send its students out as thinking human beings, not merely as well informed human beings.

Aristotle made the point twenty-three hundred years ago in a rather extreme form when he said "the total sum of useful knowledge imparted to students should never be large enough to make them mechanically-minded." I have made the point that our universities have accepted to a large degree the task of "mechanical" education. What our great universities happily have not done is to regard that task as all-sufficient. They have preserved the emphasis upon inquiry, and part of the lack of serenity which I find characteristic of our major temples of learning lies right here. They are not internally placid, but excited and exciting places. Their temper is such, because they are places where ideas and assertions are disputed, weighed and tested. Whatever his field, or whatever his age in years, no one is permitted to think he grasps all he can or should know.

While intellectual curiosity and creative thinking are not confined to universities, a complex, prosperous, "go-ahead" society such as ours must constantly seek to strengthen its universities as centres wherein such qualities will be generated and disseminated out through the social whole. Ours is a busy society. Most men engaged in business, government and industry today are preoccupied with a host of pressing details. They must worry about immediate consequences. They seldom have time for the long, reflective view, even though, as many of them recognise, a long, critically reflective view might be the most useful thing of all to them—and to our country.

Academicians are scarcely men of leisure either. Most of the educators I know are about as leisurely as whirling dervishes. But theirs is properly a different sort of "busyness"—active and reflective mind-work directed to the long view, to seeking out new insights, new theories, new methods, even new principles in which existing interpretations and theories prove imperfect.

There have been times, of course—some of them only recently passed—when such intellectual curiosity has been thought suspect. At times

it has been dangerous "to think otherwise," even in a land of freedom, that was born in dissent. I believe that such timidity in the face of new ideas is but a fleeting phase in the forward movement of a relatively young country. When any society is content to rest upon what it already knows, when it fails to invite self-criticism and to permit the generation of new ideas, it is very surely on the way to fossilization.

In the broad view it must be said that the freedom of thought and inquiry which we have cultivated in our universities has, on the whole, been protected fairly well by our society. This fact is, indeed, one of the important indices that ours is a healthy nation, one likely to play a meaningful role in the future of the world over the centuries ahead. In contrast, let me say, Lucratius' willingness to settle for a serene and prefabricated philosophy is as much a sign of impending stagnation in the late Greco-Roman world as is the radical breach he finds between its intellectuals and the general public.

So far, then, the general diagnosis of the state of our universities is one of encouraging vitality and strength. I have purposefully passed over the pressing day-to-day problems of our universities and over the diversities among them. Not often has their over-all accomplishment received due recognition ; at the same time, we have reached the point where today's problems may indeed seem insignificant in comparison to what the future may hold for higher education.

Great accomplishments generally raise great expectations. But what are the expectations ? There are currently in this country some eight million young people of college age, of whom close to three million are enrolled in colleges, universities and other institutions of higher education. By 1970 there will be in the neighbourhood of 14 million young people of college age, of whom more than twice the current number, or some 6.2 million, can be expected to want a higher education. The number may be further swollen if the steady rise continues in the proportion of college-age youth seeking higher education.

Without further statistics, it may simply be stated that to continue to offer the kind of educational services

they are now offering, our colleges and universities must acquire more teachers in the next 15 years than in all their previous history combined.

I have no panacea. The thoughtful, creative minds which we require in numbers in all important aspects of our national life cannot be mass-produced. Neither can we afford to let the cultivation of them to the fullest of their powers go down by default to the pressure of numbers. Our best hope must lie in the development of a much higher degree of enlightened self-interest among the American public upon this issue.

In the words of Dr. James R. Killian, Jr., the age in which we live "imposes a relentless requirement for new knowledge and discovery, requiring at all levels of modern societies—if they are really to flourish—a love for learning and recognition of all that is excellent in mind and spirit." And if we are to move forward as members of a free and progressive society, the products of our universities must above all others be sure that sufficient energy and requisite resources are devoted to the encouragement of talent and of intellectual accomplishment. In the process of making and acquiring things we must never forget that of prior and more fundamental importance is the development of men and ideas.

All university people, and all thoughtful men and women, bear an urgent and critical charge. In simple words, it is to work, each of us as best we can, for the spread of that understanding which favours the life of the mind and which recognises the excitement and the necessity of our universities as places of search and testing—and not as things apart, but as vital and productive forces within our national life.

The sustained well-being and effective direction of the highly complex highly potent society which we have evolved depend upon our universities continuing to be the vital centres of teaching and research. The inter-relationship of the two is inextricable. It reaches today into virtually every significant activity of our people both at home and abroad. Everyone has a vital stake in extending the understanding and support which all universities, public and private, must have, in order that they in turn may sustain *their* obligations to the well-being of the nation and of mankind.

PERSONALITY TRAITS

SHAMSUDDIN, M.A., M.Ed. Raipur, M. P.

It is most objectional that educational guidance of children should depend wholly on personal opinions which are not checked at all. This needs correct checking of intellectual and non-intellectual characteristics of the personality of the child which may include qualities of temperament, attitudes, social adjustments, and the breadth and strength of interest. Norwood Report has also emphasised this. It suggests that whatever may be the basis of selection for Universities, we would pick out : "the boy (or girl) who is not a natural student but is of reasonable intellectual capacity ; interested in ideas ; theoritical or practical, without being good at examinations ; of strong personality and character, able to take the lead and an asset to common life." (1)

No sensible person will deny the above assertion. If a school has to justify its existence as principle agency of educating the youth of society it should also work after other vital aspects of students personality than intellect only. Our schools present a very disheartening picture in this respect.

On an enquiry only 4% of the schools have answered the following question in affirmative :

"Do you have any register which keeps the records of the students' personality traits ?"

It is obvious that our institutions exhibit no interest in this respect which in fact is the main part of education. Even these 4% of schools which claim to maintain the records of personality traits, do not possess any separate form. In the progress report form of the Government Institutions there are three columns namely :

1. Conduct in School,
2. Progress in Studies, and
3. Progress in Games.

These columns are reported to be regarded as the contents of personality traits by the above 4% of schools.

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(1) Norwood Report, 1941, P. 36.

This sort of practice might more satisfy their qualms of conscience than serve the purpose for which such records are usually maintained. The items mentioned above are very general and broad. It will be difficult for a teacher to make in it any significant remarks which may be useful in an educational guidance programme-

A form like this should contain scope for recording objective ratings on some essential qualities such as : self-confidence, sociability, courtesy, and consideration for other, emotional control, sense of responsibility, initiative, habit of work and leadership etc. Unless there is some such varied and detailed date, it is not possible to form a picture profile of an individual's personal assets and weakmesses.

Wiih such nominal forms and inexperience or indifference to their importance, it is natural that other follies follow. Entries are made at random by class teachers subject to their whims and impressons collected without any studied observation. This method of marking is not suitable. Apart from inaccuracy only a global impression is given. Particular qualities and defects are not brought to light. Similarly they do not fix any definite time when these records are to be filled in. As a matter of fact they should endeavour to find out every trait of every individual pupil minutely and then should fill it up. Then only the real purpose of it can be served. At the end an attempt has been made to prescribe a form for the purpose and systematic methodology for filling it up has been discussed below :

PERSONAL DATA SHEET

This record form is very valuable. If it is properly and accurately maintained, it will be very helpful in managing the student. It aims at giving a glimpse of pupil's personality which for convenience of study and record has been split into four areas :

1. Physique and Health.
2. Mental and Scholastic.
3. Character Traits.
4. Vocational and other interests.

In order to see to what extent he brings his personality to use, a credit chart has been included in the above record form. It will indicate

(Continued on Page 28)

School..............

PERSONAL DATA SHEET.

Name................ Class.............

Home address..............

Physique and health

	A	B	C	D	E
Appearance Physique					

Mental and scholastic

Items	Date of testing	Age Norm	Class Norm	Pupil's starting	
				Age	Class
Intelligence Library aptitude Scientific aptitude Practical aptitude					

Personality traits

	A	B	C	D	E
1. Energy 2. Perseverance 3. Sociability 4. Self-confidence 5. Friendliness 6. Trust-worthiness					

PERSONALITY TRAITS

Section...............
Age.............

Health habits	
Teacher's Remarks	
School Doctor's General Remarks	

Remarks	School subjects specially liked	School subjects particularly disliked

	A	B	C	D	E
6. (a) Cooperativeness 7. Initiative 8. Domination & submission 9. Sense of responsibility 10. Courtesy and consideration for others 11. Emotional control 12. Habit of work					

HOBBIES

Activities in which he spends his leisure time

Vocational information

1. Parent's ambition and plans :—
2. Personal ambition
3. Special aptitude (Test Result)
4. Psychologist's Remarks

(Continued from Page 25)

the sources which have not been tapped yet, for whatever reasons. This record form needs :

1. Use of Mental Tests.
2. Use of Rating Scales.

Over and above this it requires a good amount of psychological skill and insight to put together all the informaiion gathered under various heads into a meaningful whole and to interpret it.

It is therefore suggested that without fixing any time it should be made ready for reference by the end of student's first year in school. This will facilitate guidance in the subsequent school career.

PERSONALITY TRAITS

His accomplishments

Credit chart

1. Class Captain 2. Library Secretary 3. Trips 4. Gathering 5. Class function 6. Editor or writer 7. Cadet 8. Prizes, certificates won 9. Any other position of responsibility held by him	

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—***Managing Editor.***

University Education in the USSR

M. KRUGLYANSKY

Universities play an important part in training young specialists. The history of university education in the USSR begins with the year 1775, when the first Russian university was opened in Moscow. Its founder, the great Russian scientist, M. Lomonosov, wrote on its opening that it would make "for the growth of science and hence for the real benefit and glory of the country."

The scientist's hopes have come true. Moscow University has become a centre of science and education, and in the years it has functioned it has turned out thousands of specialists and reared a galaxy of outstanding scientists, writers and other public figures.

Throughout its history Moscow University has, in addition to being a higher educational establishment, been a centre of many cultural undertakings. Most of Moscow's bigger museums, such as the Historical, Polytechnical and Art Museums, and many scientific and cultural societies had their origin in the University.

The University occupies an important place in the development of Russian science. Many scientific schools and trends arose in it and many scientists have made inestimable contributions to the treasure-house of the world's science.

The Great October Revolution opened vast possibilities for the further growth of the University. Before the Revolution, the University had only four faculties : physics and mathematics, law, medicine, and history and philology. Today it has 12 : history, philology, philosophy, economics, plysics, mechanics and mathematics, chemistry, biology and soil science, geology, geography, law, and journalism.

Moscow University is the country's biggest higher educational establishment, having on its rolls more than 20,000 students of 59 nationalittes. On its teaching staff are hundreds of Members and Corresponding.

Members of the USSR Academy of Sciences, who have achieved great renown in their particular fields.

32-Storey Building.

In 1955 the Soviet Union celebrated Moscow University's 200th anniversary. Shortly before the memorable date, the University was shifted to its grand building on Lenin Hills, one of the capital's most beautiful spots. The architectural 'ensemble' includes some 400 buildings, and if you want to go through all the rooms of the University, you will have to cover more than 145 kilometers (about 90 miles). The main building is 32-storey-high in the central part and its wings on the sides have eighteen and nine storeys. Some 6,000 undergraduates and graduate students live in separate rooms, which have all amenities. Undergraduates' rooms are eight square metres in area, and those of graduate students are twelve. Many students live in hostels situated in other parts of the Capital.

Surrounding the University buildings are a young park, a botanical garden and reservoirs. The approaches to the main building are decorated with greenery and monumentals sculptures, and together with the park and botanical garden the University takes up some 200 hectares.

Located in the main building besides laboratories, special study rooms and museums are the students' club with a hall seating 800, a swimming pool with stands for spectators, large and small gymnasiums and other rooms for physical culture and spot.

Such, in brief outline, is Moscow University, the original seat of universito education in Russia.

Great credit for the development of Russian science and culture is due to Leningrad University, which was founded early in the 19th century. It has furnished the country with hundreds of talented men and women who occupied, or are now occupying, important places in Russian science, literature and art.

Among Russia's older universities are those in Kazan, Tomsk, Kharkov and Kiev. Before the Revolution, Russia had 10 universities in all, with a total register of about 40,000 students, and all, except Tomsk University, were located in the central part of the country.

Tashkent University

In Soviet years, the universities' "geography" has changed radically. An outstanding event in the life of the peoples of Soviet Central Asia was the founding in 1920 of the Central Asian State University in the city of Tashkent. Moscow and Leningrad Universities lent a helping hand by sending to the young university equipment and textbooks, and many prominent representatives of Russian science went out to Tashkent to help develop higher education in Uzbekistan. The Central Asian University played an important role in training scientific personnel from among the native population of Soviet Central Asia.

The University has turned out several thousand specialists who have helped develop industry and agriculture in Central Asia, built electric stations and irrigation canals and opened new schools and higher educational institutions. The University has also been the parent of a number of new colleges, such as the medicat, polytechnical and finance and economics idstitutes, which were founded on the basis of the University's faculties devoted to these sciences.

Following the establishment of the University in Tashkent, universities were opened in Alma Ata, the main city of the Kazakh Republic, and in ancient Samarkand, and after World War II in the capitals of Tajikistan, Kirghizia and Turkmenia where before the Revolution, the people had been almost 100 per cent illiterate, there are now thousands of schools, hundreds of specialized secondary schools and 84 higher educational establishments.

No Union Republic today is without its own University. In all, the country, today has 39 universittes with more than 200,000 students.

In a number of Union Republics, the universities have through their learned staff and research centres helped to set up academics of sciences. For example, out of the first 16 Members of the Georgian Academy of Sciences 13 were professors at Tbilisi University. This is true also with regard to the organisation of the Academies of Sciences of the Kazakh, Uzbek, Armenian, Azerbaijanian and other Republics.

Indian Educationists Study

U. K. UNIVERSITY SYSTEM

Two-week Tour of Britain

A team of 11 Indian university teachers and registrars, including two principals of women's colleges, is making a two-week tour of Britain studying the university system there. The object of their visit is to study the British pattern of "one subject" degrees as against "general" university courses. The team's tour, which follows a three-month visit to the United States, has been arranged by the British Council.

On July 7, the Indian educationists split into two groups, one visiting the University of North Staffordshire and the other the University of Sheffield. They will continue their tour of these establishments today (July 8), while on July 9 they will be at Birmingham University.

The party will return to London on July 10, when it will visit London University's School of Oriental and African Studies for discussions with the director and the secretary. It will then go to Queen Mary's College, after which the members will be guests of honour at the reception to be given by the British Council.

On July 11, the visitors will call at the Ministry of Education, where they will discuss with officials sixth-form work in grammar schools and the British system of university awards. Their tour ends the following day.

Last week the party went to Oxford University and visited two grammar schools. On July 5, the members of the team were guests at a reception given by the Lord Mayor of Birmingham. Later they went to Stratford-upon-Avon, the birthplace of Shakespeare, and witnessed a performance of ***Twelfth Night*** at the Memorial Theatre.

The members of the Indian party are: Dr. K. Venkatarayappa, Professor of Philosophy and Sociology at Maharaja's College, Mysore; Mrs.

Mumtaz Jahan Haider, Principal of the Muslim University Women's College, Aligarh; Mr. Mohibul Hassan Khan, Reader in History at Aligarh University; Mr. M. A. Bashir Khan, Reader in Zoology at Aligarh University; Mr. B. Sarveshwara Rao, Reader and Head of the Department of Economics and Sociology at University College, Waltair; Dr. M. V. Rama Sarma, Head of the Department of English, Sri Venkateshwara University, Tirupati (Andhra Pradesh); Mrs. K. Rajeshwari Murthy, Principal of the S. V. College for Women at Tirupati; Mr. K. V. Gopalaswamy, Registrar, Andhra University; Mr. S. L. Dhar, Registrar, Banaras Hindu University; Dr. D. Chakravarti, Registrar, Calcutta University; and Mr. B. K. Zutshi, Registrar, Maharaja Sayajirao University of Baroda.

Av. (3)

MR. MACMILLAN AND MR. GAITSKELL RECEIVE HONORARY DEGREES

The Prime Minister of Britain, Mr. Harold Macmillan, and the official Leader of the Opposition, Mr. Huge Gaitskell, both recently received honorary degrees of Doctor of Civil Law on the same day at the University of Oxford. Both of them are members of the University, having taken first-class degrees with honours there. Mr. Macmillan took his degree in 1919, at Balliol College, and Mr. Gaitskell took his degree at New College in 1927.

Raising Status of Teachers

(PRESS INFORMATION BUREAU—GOVT. OF INDIA)

In a statement laid on the table of the Lok Sabha today, Dr. K. L. Shrimali, Union Minister of Education, detailed the various steps taken by the Government to raise the status of teachers in the country. The Minister was replying to a question by Shri D. C. Sharma.

The Minister in his statement said that the suggestions made to the State Governments were necessarily of a general nature. The following, he said, was the position in regard to some of the suggestions.

One of the main recommendations for raising the status of teachers was that the salary scales of teachers should be improved at all levels. At the primary school teachers level the State Governments of Assam, Bihar, Orissa, Punjab, Kerala, West Bengal, Mysore, Uttar Pradesh and Rajasthan have responded and upgraded the salary scales. In Andhra Pradesh the scales of pay have not been upgraded but *ad hoc* increase in pay @ Rs. 5/- p. m. has been sanctioned to low-paid teachers.

In regard to Secondary School teachers, assistance has been given to State Governments for the improvement of salary scales to the extent of 50% of the additional cost. Advantage of assistance has been taken by the following States :— Assam, Bombay, Madhya Pradesh, Madras, Orissa, West Bengal, Mysore, Kerala and Bihar.

In regard to College and University teachers, the University Grants Commission have offered to meet 80% of the increased cost of bringing the salary scale of teachers of State Universities, to the level of the scales enjoyed by the Central Universities provided the remaining 20% is met by the University or the State Government concerned. This has been taken advantage of by the 20 Universities listed below :—

Andhra, Annamalai, Bihar, Calcutta, Gauhati, Gujerat, Jadvapur, Karnatak, Kerala, Madras, Mysore, Nagpur, Osmania, Patna, Poona, Punjab, Rajasthan, S.N.D T., Bombay and Utkal.

The Universities of Baroda, Sardar Vallabhai Vidyapeeth (Bombay State) and Shri Venkateswaran and the Government of Andhra Pradesh have not agreed to share the expenditure and therefore could not get any assistance from the University Grants Commission.

The Universities of Allahabad, Agra, Bombay, Jammu and Kashmir, Lucknow and Saugor have salary scales better or equal to those recommended by the University Grants Commission.

In regard to the affiliated and Constituent Colleges, the University Grants Commission have offered to share 50% of expenditure on upgrading salary scales whereas in case of Women teachers the commission have agreed to bear 75% increased expenditure. So far 14 Universities have agreed to take advantage of the scheme. The following institutions/Universities have agreed to take advantage of the Scheme :—

Allahabad, Andhra, Bombay, Calcutta, Gujerat, Jammu and Kashmir, Madras, Osmania, Poona, Punjab, Rajasthan, Saugor, S. N. D. T. and Sardar Vallabhai Vidyapeeth.

As regards other suggestions referred to in Starred Question 1396 answered on April 2, 1958, replies have been received from the States of Andhra Pradesh, Pepsu, Vindhya Pradesh, Bombay, Saurashtra and Travancore - Cochin. They have accepted the suggestions in principle and are acting on them as far as they can..

The State Governments were also requested to revise the Constitution of the Senates, Syndicates and Academic Councils of Universities with a view to increasing the number of teachers on these bodies. This would raise the status of teachers. The Govts. of Madras, Andhra Pradesh, Kerala, Orissa, Bihar, Uttar Pradesh, Punjab, Mysore and Rajasthan have accepted these suggestions. The States of Andhra, Orissa and Punjab have already amended the University Acts and implemented the suggestions. The remaining State Governments have promised to keep these suggestions in view while amending the University Acts with which they are concerned.

सेवा में :—

सम्पादक,

"Education", लखनऊ।

महोदय !

शिक्षा की प्रगति में गत वर्षों से हमारे राज्य के कर्णधारों ने जो सहयोग दिया है उस पर हमें प्रसन्नता ही नहीं अपितु गौरव भी है। परन्तु, लोकभावना, 'इस दिशा में इन वर्षों में जितना चाहिये था सो न हो पाया और इसका कारण केवल एक ही है कि शिक्षा को प्राथमिकता का बोलबाला होते हुए भी उसे स्थान न मिला और सुचारु रूप का संचालन भी न मिला'। व्यय में कमी कमी नहीं रही परन्तु विधि-विधान में नितान्त कमी का आभास प्रतीत होता है।

शिक्षा द्वारा ही देशोत्थान, समाजोत्थान, चरित्रोत्थान आदि सभी गुणों की प्राप्ति सम्भव है। यह तथ्य अकाट्य है, परन्तु जब शिक्षा और शिक्षक का भेद-भाव से संचालन होगा तब उत्थानों का लक्ष्य संदिग्ध और अपूर्ण स्वाभाविक है। प्रथम तो प्राईवेट और गवर्नमेण्ट विद्यालयों का भेद किसी भी मूल्य पर मिटा देना चाहिये था। इससे अध्यापकों में ही शिथिलता नहीं आती अपितु विद्यार्थियों में भी वर्ग और कोटि की मनो-भावना सदैव उत्पन्न होती है। एक को तो आवश्यकता से भी अधिक सुविधा है तो दूसरा दर-दर फिरता है। एक को सदैव भय घेरे है तो दूसरा निर्भय मानव है। एक स्वच्छ वायु का पान करता है तो दूसरा विषाक्त कलुशित वायु में दिन भर परिश्रम करता हुआ भी संध्या की रोटी की चिन्ता में घुलता है। गवर्नमेण्ट स्कूल जहाँ निर्मल और स्वच्छ वायुमंडल में हैं वहाँ प्राईवेट स्कूल, 'इने-गिने कतिपय को छोड़कर' अधिकांश जिस दुर्दशा में अंधेरी गलियों में विचरण कर रहे हैं, कौन 'मानव' इनसे अवगत नहीं है ? अवश्य ही अधिक से अधिक विद्यालय खोले गये और खोले जा रहे हैं परन्तु रहे पुनः वही ढाक के तीन पात, बुराइयों के घर।

जितने स्कूल पहिले से ही वर्तमान थे यदि उनको ही प्रथम एक सम्मानता के स्तर पर कर दिया जाता और तब नये विद्यालय आवश्यकतानुसार जन-सहयोग से समान स्तर पर खुलते तो आज शिक्षा का ढाँचा स्वच्छ और पवित्र होता जैसा कि किसी भी स्वतन्त्र देश को चाहिये और दुःखी और कड़े हृदय से शिक्षक यत्रतत्र न कराह रहे होते।

तथापि, अभी हम आशा करते हैं कि राज्य, राजकीय-विद्यालयों की अपेक्षा प्राईवेट स्कूलों के सुधार तथा भवन निर्माण में अधिक सहयोग देगा, जहाँ कि समाज के अधिक संख्या में बालक और बालिकायें शिक्षा पाते हैं।

भवदीय,

—गजाधर प्रसाद, मैन्दोला।

Educational News

S. N. LAL

The Inter. Education Amendment Bill has been passed by both the houses of U. P. Legislature. It is awaiting Governor's assent and enforcement.

Under the Five Year Plan a refresher course for training 75 union workers is to be inaugurated by Dr. Sampurnanand on Oct. 9, '58.

Union Ministry of Education is to award 37 prizes of Rs. 500/- each to writers of books for Indian neo-literates.

Prime Minister Nehru inaugurated the first research institute of Tibetology at Gangtok on Oct. 1 1958.

U. P. Govt. is to establish an agricultural research station in some eastern district.

शिक्षा के गिरते हुये स्तर का विश्लेषण

रामखेलावन चौधरी, M.A., M.Ed.

[गतांक से आगे]

सामाजिक संस्थाओं (Institutions) के बीच अविच्छिन्न सम्बन्ध है और वे एक दूसरों पर गहरा असर डालती हैं। इस दृष्टि से विद्यालयों और परिवारों के बीच होने वाले आदान-प्रदान का शिक्षा के गिरते हुए स्तर से क्या सम्बन्ध है, इस बात की व्याख्या करना भी आवश्यक है। कहने का तात्पर्य यह है कि जब हम शैक्षिक स्तर के गिरने के कारणों की छान-बीन करते हैं, तो हमें यह स्मरण रखना चाहिये कि केवल विद्यालयों की परिस्थितियों तथा सामाजिक वातावरण के दोषों पर ही दृष्टि डालकर सन्तुष्ट नहीं होना चाहिये। हमारी शिक्षा में व्याप्त अधोमुखी प्रवृत्ति का एक मूल कारण है, भारतीय परिवारों की अव्यवस्था और दुर्दशा।

परिवार किस प्रकार और किस हद तक बालकों की शिक्षा पर अपना गहरा प्रभाव डालते हैं, यह एक सैद्धान्तिक प्रश्न है और इस प्रश्न पर विस्तार से

प्रकाश डालना अप्रासंगिक होगा। तथापि इतना अवश्य समझने की आवश्यकता है कि सभी शिक्षा-विशारदों ने इस बात को एक स्वर से स्वीकार किया है कि उपयुक्त शैक्षिक कार्य की सफलता के लिये परिवारों का वातावरण शैक्षिक कार्य के अनुकूल होना चाहिये। यदि पारिवारिक वातावरण दूषित होता है, तो हम शुभ परिणामों की आशा नहीं कर सकते। उद्योग-प्रधान देशों में, परिवार विश्रृङ्खल एवं विघटित होते जा रहे हैं। अर्थाभाव के कारण माता-पिता का दिन में कल-कारखानों में काम करना और घर से अनुपस्थित रहना, उनमें पारस्परिक प्रेम का अभाव तथा सम्बन्ध विच्छेद की सम्भावना, मनोरंजन की कमी तथा स्थानाभाव आदि अनेक दोष परिवारों में उत्पन्न हो गये हैं, जिनके कारण बालकों की शिक्षा में भारी बाधा उत्पन्न हो जाती है। एक ऐसी स्थिति उत्पन्न हो गई है, जिसके कारण परिवार को बच्चों की शिक्षा में बाधक समझा जा रहा है और परिवार भी अपने शिक्षा सम्बन्धी उत्तरदायित्व को पूरा करने में असमर्थ सिद्ध हो रहे हैं। इसलिये इङ्गलैंड के बर्ट्रैन्ड रसेल जैसे शिक्षा-विशारद, जन्म के बाद ही बालक को नर्सरी स्कूलों में भेजने की सलाह देते हैं। इन्हीं कठिनाइयों को देखते हुये प्रगतिशील देशों में बाल-विहारों का प्रबन्ध वहाँ की सरकारों द्वारा किया जा रहा है। रूस जैसे साम्यवादी देश में, तो परिवार का शिक्षा से कोई सम्बन्ध रहने ही नहीं दिया जाता और बालक जन्म लेने के बाद ही सरकारी संस्थाओं के नियन्त्रण में आ जाता है। सम्भवतः ऐसी ही कठिनाइयों को ध्यान में रखने के कारण ही प्राचीन भारत में बालकों को तपोवनों में रखकर शिक्षा देने का आयोजन किया गया होगा।

हमें शिक्षा की समस्याओं का हल ढूंढते समय वस्तु-स्थिति का गहरा अध्ययन करना चाहिये। भारतीय परिवारों के वातावरण का बालक-बालिकाओं की शिक्षा की सफलता या असफलता से अटूट सम्बन्ध है। यदि हमें शिक्षा को सफल बनाना है, तो हम परिवार की उपेक्षा नहीं कर सकते। हमारे देश में, बालकों की शिक्षा-दीक्षा का अधिकांश भार प्रत्यक्ष रूप से परिवार ही उठाते हैं और निकट भविष्य में हम उस लक्ष्य तक पहुंचने की आशा नहीं कर सकते, जिस तक रूस, इङ्गलैंड और अमेरिका आदि देश पहुंच चुके हैं। हमारी राष्ट्रीय सरकार भी, इस देश की विशाल जनसंख्या के लिये असंख्य नर्सरी स्कूलों और बाल-विहारों की व्यवस्था करने में असमर्थ है। दूसरे परिवारों से बालकों की शिक्षा का पूरा उत्तरदायित्व छीन लेना, हमारी सांस्कृतिक परम्परा के विरुद्ध होगा। हमारे यहाँ परिवार सदैव एक सफल सामाजिक संस्था रहा है और रहेगा। वास्तव में परिवार हमारी संस्कृति का मूलाधार है। दुर्भाग्य से इस संस्था में बुरी तरह घुन लग गया है और पाश्चात्य भौतिकता और अर्थ-लोलुपता का दोष इसमें प्रविष्ट हो चुका है। त्याग, प्रेम और सेवा के आदर्श समाप्तप्राय हैं। इधर युद्ध तथा युद्धोत्तर काल में भारतीय परिवारों की दशा और भी बिगड़ गई है। इस स्थिति को समझने तथा शिक्षा के लिये उसका महत्व निर्धारित करने के लिये विभिन्न प्रकार के परिवारों में बर्तमान वातावरण का अध्ययन करना आवश्यक है। —क्रमशः

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१	जगद्गुरु भारत	|||-)
२	नया खून	||≡)
३	सौर्य परिवार	||=)||
४	अन्त्याक्षरी—१	||)
५	अन्त्याक्षरी—२	|||)
६	चार चाँद	||≡)
७	वीर गाथा	|||)
८	देश-देश की दन्त कथायें	|||)
९	सेवाग्राम की तीथ यात्रा	||=)||
१०	बाईसवीं सदी में रुस्तम	||)
११	त्रभाषिक नाम कोष	१|)
१२	सुमार्ग	१)
१३	सात सितारे	|||=)
१४	कवि-दरबार	१)
१५	आविष्कारों की कहानी	|||=)
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१७	वीर बालक	१)
१८	इङ्गलैण्ड का वैधानिक विकास	१)
१९	विचित्र प्रकृति	||=)
२०	अनोखी कहानियाँ	||)
२१	सच्चा प्रेम	|=)
२२	पौराणिक कहानियाँ	||)
२३	सामाजिक अभिनय	||=)
२४	वज्ञानिक अभिनय	||=)
२५	कथा कहानी	|||)
२६	दुरूह यात्रायें	||)
२७	गाँव के भीतर	|||)
२८	पंच परमेश्वर	|||)
२९	भारत के बाहर भारतीय	||)
३०	बड़ों की बातें	||)
३१	महान आत्मा	||)
३२	हमारा विधान	१)

बाहरी प्रकाशन

१	चतुरिया	≡)
२	लोकोक्ति रत्न माला	|=)
३	हारजीत	२)
४	ग्यारह कहानियाँ	१|||)
५	बौछार	१|)
६	मंजरी भाग ३	|)||
७	बेसिक कहानियां भाग १	...
८	,, ,, ,, २	|=)
९	बेसिक कहानियां भाग ३	||)
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१२	स्वास्थ्य जीवन	|||=)
१३	दक्षिण पथ	१|)
१४	संसार के कुछ अद्भुत दृश्य	||)
१५	स्वास्थ्य प्रदीप	||)
१६	आल्हा	|=)||

१७ परमाणु बम ।।)
१८ सोने की गुड़िया ।)
१९ ललित कथा मंजरी १।।)
२० बन्दर का ब्याह ।)
२१ अखण्ड भारत ।-)
२२ अरब देश की कहानी ।=)।।
२३ नीलम परी ।।)
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१९, हेवट रोड, लखनऊ

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१९, हेवट रोड, लखनऊ

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